

## Comments from Editor



Welcome to the new version of the **School of Psychology Newsletter!** This issue is jam-packed with a variety of content, including the latest news and upcoming developments over the last few months to keep you informed about what's happening within the School and university.

We begin the issue with the **School of Social Science News** and warmly welcome the newly appointed staff that have recently joined the team. This is closely followed by recognising the team's incredible ability to develop themselves academically through celebrating their achievements. Be sure to update yourself with the latest developments, including the **'Personal Academic Tutor Scheme'** and a quick tour into the brand-new **library portal**.

The next feature shows how the Psychology team has been fundraising for **Arden University's Chosen Charity of the Year**, through taking on the 100 Miles for May Challenge or enduring a 24-hour video game-a-thon to raise funds for Mind Charity. Continuing the theme of combining video games and mental health, **Matthew** from the Psychology Team has written an interesting piece on the use of video games as an early-stage intervention for mental health.

Next, **MSc Student Allison Lima** argues that the answer to achieving better grades is through developing good habits. For this

issue's **staff profile feature**, Psychology lecturer Ali Brown shares about her family, and hobbies outside of work. **MSc Dissertation student Arild Saether** discusses his research project that investigated the relationship between well-being, motivation, work engagement and the implications of his research. We take an in-depth look at the role of an **ABA tutor for the career in focus**, and Psychology lecturer **Holly** gives a personal account of her experience of being a tutor.

Following this, we are excited to announce the dates of Arden University's first **'Annual Student Conference'** and provide information on how you can be involved with presenting at the event and even have opportunity to earn prizes for the different categories of presentations. **Holly and Kieron** from the Psychology Team mark their debut as podcast stars and detail links to listen to the first five episodes of their podcast series: **'Dear Lecturer.'**

As we close the issue with **dates for your diary**, we direct you to a selection of very interesting webinars that will be worth a watch. Including key webinar events held by the BPS to schedule into your calendar, and the recording links from Leanne's clinical neuro-webinar series with inspirational guest speakers.

**Emily Blakemore**

Psychology Experimental Officer

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Dates For Your Diary

# School of Social Science News



## WELCOMES

A massive welcome to new members joining the team and existing staff being promoted within the School:

- ◆ **Ella Hatton** (Psychology Lecturer)
- ◆ **Anthony Thompson** (Postgraduate Programme Team Leader)
- ◆ **Sharon Buckland** (Psychology Lecturer)
- ◆ **Amy Hogan** (Psychology Lecturer)
- ◆ **Emma Owen** (Psychology Lecturer)
- ◆ **Nigel Wilson** (Undergraduate Programme Team Leader)
- ◆ **Tom Hatton** (Psychology Lecturer)
- ◆ **Matthew Copeman** (former Associate Lecturer promoted into a Lecturer)
- ◆ **Penelope Hyams** (former Contractor promoted into Lecturer)



Emma Owen



Tom Hatton



Amy Hogan



Nigel Wilson



Sharon Buckland



Anthony Thompson



Ella (and Lola) Hatton

## CONGRATULATIONS



A big **congratulations** to **Lucy Anacleto** for being accepted on a PhD programme which looks at ways to improve students mental health with psychotherapy.

Lucy also delivered a webinar on 'Ways to wellbeing through nature' discussing topics such as ecotherapy, benefits of having a pet, and zen gardening. If you didn't catch it, you can watch the recording here:

[View Recording \(gotowebinar.com\)](https://gotowebinar.com)

**Congratulations to Mvikeli Ncube** for being invited as a guest scholar to speak in an annual Asian Universities event hosted by Apeejay Styra University in Delhi NCR in India. He was also appointed lead for Northwest BPS Branch on multi-cultural and diversity issues.

In September, he has had abstract confirmed for a high-profile conference on domestic violence bringing in together more than 40 Universities across Europe.







**Leanne Rowlands, Konstantinos Arfanis, Penny Hyams, Lucy Anacleto and Mvikeli Ncube** are to be published in 'The Psychologist', in the psychologists guide to meaning.

## 'Time For Change -Wales'

**Congratulations** to **Leanne** who worked on developing a report detailing the current services and key recommendation for brain injury in Wales ('Time for Change – Wales'), together with the UK Acquired Brain Injury Forum.

She spoke at a virtual 'soft launch' event on the 6<sup>th</sup> July, and described the main findings and next steps. The report will be used to campaign for policy and structural change through Senedd (Welsh Parliament).

**Congratulations** to **James Au-Yeung** for achieving the Senior Fellowship of the Higher Education Academy (SHEA) accomplishment.

A big **congratulations** to **Rachel Marchant** for achieving Chartered membership of the BPS!



## Arden's Personal Academic Tutor Scheme



On the BSc in Psychology, we will be offering a Personal Academic Tutor Scheme for students starting in August 2021. This will then be rolled out across all students over the next few months. The Personal tutoring will be offered from a member of our academic team to support your academic journey and development as an undergraduate student. This will be offered via both group tutorials and 1-to-1 session. More information to follow shortly.

# Meet your Academic Skill Tutor(s)



## YOUR TUTORS ▲▲▲

MANCHESTER



**LAUREN**  
Manchester

BIRMINGHAM



**JAMES**  
Birmingham centre

BIRMINGHAM



**HAZEL**  
Birmingham centre

LEEDS



**JONNY**  
Leeds

EALING



**MARIAM**  
Ealing

TOWER HILL



**MARTIN**  
Tower Hill

HOLBORN



**DEBORA**  
Holborn

BERLIN



**SAM**  
Berlin

DISTANCE LEARNERS



**CHRISTOPHER**  
Distance Learners

## BOOK YOUR One – to – One ACADEMIC SKILLS APPOINTMENT NOW

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Alternative AST's are available for **Weekend and Evening Slots** (online only)

Everything from **Critical Thinking to Referencing and Avoiding Plagiarism**

You can book your One - to - One Academic Skills Tutor Appointment  
by visiting the Academic Skills Tutor Appointment Page on the [Library Portal](#)

Or Email us at [study-skills@arden.ac.uk](mailto:study-skills@arden.ac.uk)



Don't forget to follow us on twitter for updates and insights... @LibraryArden



# Introducing our new Library Portal



The Library Services team are delighted to announce our new **Library Portal is now live!**

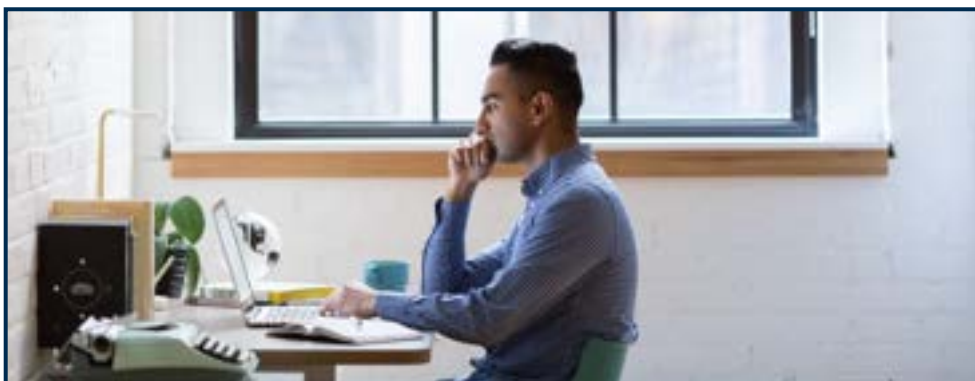
[Click here for a short tour](#)


The Library Portal can be accessed under the 'My Resources' section of iLearn or directly by going to

<https://library.arden.ac.uk/>

The Library Portal provides access to an extensive Digital Library containing over 35,000 journal titles and more than 500,000 eBooks. You'll also be able to explore a range of academic and industry databases that you can use to research and gain in-depth information on your area of study.

Our new Library Portal will allow you to access all of Arden's Library resources from a single location and the intuitive design will make it easier than ever for you to find everything you need to support you in your studies. You will be able to access all of Arden's Library resources using a single username and password which will make it easier for you to move between resources as you carry out your research.



 **Top Tip:** If you have items saved to your EBSCO or eBook Central folders and you would like to retain these for use in the new Library Portal, please complete this [Request Form](#) and a member of the team will contact you with instructions on how to merge your accounts.

All of the workshops and sessions that were offered as part of the official Launch Week have been recorded and are available for to view on the [Launch Week Recordings](#) page of the new Library Portal.

We'd love to find out about your experience of using the Library Portal and to hear your suggestions for any further developments and improvements you would like to see to our Library Service. You can share your views using this [Feedback Form](#) and all who provide feedback will be entered into a prize draw for a chance to win £50 in Amazon vouchers.

If you have questions about the new Library Portal, please contact us on:

[libraries@arden.ac.uk](mailto:libraries@arden.ac.uk)



You can also follow us on Twitter for all the latest Library Service news and updates!

**@LibraryArden**

You will use your **Arden Office 365** login credentials to access the resources available through the Library Portal.

**Username:** Your Arden email address (STUxxxxx@arden.ac.uk)

**Password:** Your password is private to you. If you are unsure of your password, you can recover it using this [link](#).



# Psychology's Mind Charity Fundraising:

## Mind Sponsored walking challenge



### But I would walk '300' miles (for charity)

For National Walking Month during May, Gail Steptoe-Warren, Sophie Ward, and I each signed up to the Mind-sponsored walking challenge to support a good cause and fund-raise for Arden's Chosen charity of the year, Mind. It's vital to protect our mental health and the minds of others, so we joined the walking challenge to raise awareness of mental health, raise funds for an incredible charity while simultaneously getting some exercise and being immersed in nature. We each reached beyond the target goals for both walking and donations. Overall, we managed to walk over 300 miles between us and raised a total of £650 for Mind Charity. We are humbled and blown away by the generosity of everyone and extremely grateful for anyone who donated and supported us in this challenge.

The team said: ***"We've really enjoyed getting out and about and walking not only for our own positive mental health but also for Mind and raising some much-needed funds for the charity. We also added our steps to Arden's Walk the World challenge too and we'll continue to do so as we go through the summer months."***

Here are some photos of the progress summary from the team during their walking journey:



### #YourMindMatters

Emily climbed Mam Tor in the Peak district and walked 7.18 miles one day!



### Sophie's 100 Miles in May

£220 of £250 raised



### 100 Miles in May for Mind

Track your progress with our calendar!

|               |               |               |                      |
|---------------|---------------|---------------|----------------------|
| Day 1<br>4.5  | Day 2<br>1.0  | Day 3<br>0.3  | Day 4<br>0.21        |
| Day 5<br>3.62 | Day 6<br>2.6  | Day 7<br>4.05 | Day 8<br>1.0         |
| Day 9<br>7.18 | Day 10<br>2.5 | Day 11<br>2.8 | Day 12<br>4          |
| Day 13<br>5.7 | Day 14<br>2.7 | Day 15<br>4.3 | Day 16<br>2.3        |
| Day 17<br>3.3 | Day 18<br>4.7 | Day 19<br>1.0 | Day 20<br>2.0        |
| Day 21<br>1.0 | Day 22<br>1.2 | Day 23<br>6.2 | Day 24<br>2.5        |
| Day 25<br>3.7 | Day 26<br>8.8 | Day 27<br>5.5 | Day 28<br>1.0        |
| Day 29<br>5.2 | Day 30<br>0.3 | Day 31<br>5.1 | Total miles<br>103.8 |

Congratulations!

Well done on ticking up all those miles – each one will help bring better mental health to everyone. Why not head to the Facebook group and share your victory with the rest of the community?



# Psychology's Mind Charity Fundraising:

## Kieron's 24 hour gaming fundraising quest



If you have been following the @ArdenUniPsych Twitter page recently, you would have witnessed Lecturer Kieron Oakland conquer his fundraising quest in the form of a 24-hour game-a-thon for Mind Charity as part of Mind's 'Switch off - Game On' initiative.

If you tuned in from 11 am Wednesday 07/08/21 to 11 am Thursday 08/08/21, Kieron streamed himself and a few other lecturers via twitch playing video games such as World of Warcraft, Rocket League, Apex Legends, PUBG, and Fortnite for 24 hours to raise awareness and funds for Mind Charity.

Viewers were able to keep him company by using the twitch chat-box and donate throughout the stream. The different donation amounts corresponded with items and resulted in Kieron performing a variety of (embarrassing) actions, including a spoken word performance of S-Club 7, and eventually resulted in him doing the chicken dance while wearing a full face of make-up! (See table below for the donation menu of items)

Not only did he raise money for a



stream, there were gaming periods dedicated to the importance of gaming research for mental health. Matthew Copeman joined him to play a game as they discussed the positive benefits of gaming for mental health. Session updates of the stream were documented by Holly on the Arden Psychology Twitter page and populated with a variety of stream links, comical pictures, and gifs (if you haven't seen them yet, I would recommend scrolling back to the stream tweets and replies on the page).

Although Kieron found the sleep deprivation hard, he described what carried him through was everyone who joined him watching, playing, and donating. He said:

***"There were a couple of periods in the evening where I struggled when I perhaps hadn't eaten or drank enough, but what really caught me off guard was the engagement we had throughout with people coming onto the stream. I thought it would be quite an isolating experience, but there was constant engagement".***

Altogether, the final total of donations more than doubled the £500 target goal and he raised £1300.

This is what he said when he reached the final 24th hour:

***"When it became clear we'd smashed the goal it was incredible. It was very humbling, it felt like I was in the middle of a warm cuddle."***

Incredible work Kieron!

## THE DONATION MENU – TAKE YOUR PICK!

- £2 TO REMIND ME TO TAKE A DRINK
- £2 TO REMIND ME TO STRETCH
- £2 TO HAVE YOUR NAME WRITTEN ON MY T-SHIRT!
- £5 ASK ME ANYTHING – WITHIN REASON!
- £5 TO MESS MY HAIR UP AND LOOK LIKE AN IDIOT FOR 1 HOUR
- £20 TO HAVE ME CHANGE GAMES FOR AN HOUR
- £20 TO SPIN THE WHEEL
- £150 AND I WILL HAVE MAKEUP PUT ON AND WILL COMPLETE THE STREAM IN IT!

**DONATIONS TO BE MADE  
DURING THE STREAM**



# Gaming and Mental Health

Matthew Copeman, Psychology Lecturer



Across the United Kingdom, mental health diagnoses continue to rise. The number of young people identified at risk of mental health disorders has increased by over 50% in three years (NHS ENGLAND, 2020). In recent years, depression has been linked as the main contributing factor to a disability, along with comorbidities such as anxiety (Pine et al., 2020). The need for a digital solution presents video games as a potential to complement existing strategies. Research shows the potential benefits of games by improving the self-esteem of players, their motivation to achieve, and their own sense of well-being (Boyle et al., 2016; Coberly, 2019; Qian & Clark, 2016; Wouters et al., 2013).

Applying psychological research to video games and mental health, we can use already established frameworks to see how games might complement existing therapies. Self-Determination Theory (Deci & Ryan, 2012; Przybylski et al., 2009), describes how games could be used to regulate wellbeing. This could be translated and used as an intervention in an adolescent's life to impact cognitive, affective, and behavioural processes. Acting as a

tool to help manage mental health by targeting transdiagnostic symptoms and processes and to be the first stage of early intervention.

Research suggests preventing mental health problems by tackling underlying psychological processes would tackle more disorders, addressing the occurrence of multiple mental health problems at once, for example, depression with anxiety (Dalglish et al., 2020). This could also deliver a means for younger people to get engaged with mental health, and open doors towards more classical therapies, which typically have low uptake in younger people (Catanzano et al., 2021). Research also suggests one hour of video gameplay a day can positively affect well-being and mental health and this would allow help to reach those who might not normally seek it (Gillan & Seow, 2020; Przybylski, 2014; Przybylski et al., 2014; Przybylski & Mishkin, 2016; Vuorre et al., 2021).

Video games present an opportunity to tackle symptoms that appear common throughout many different mental health disorders (Johannes et al.,

2021). This would include games that allow building social environments, interacting with virtual communities, and receiving live feedback. Elements that have been shown to be beneficial for wellbeing and mental health (Granic et al., 2014; Poppelaars et al., 2021). Video games are also widely accessible to most youth populations, presenting an opportunity for widespread implicit interventions (Poppelaars et al., 2018).

The benefit of video games used this way could help sufferers with symptoms of poor mental health take ownership of their situation, through non-stigmatized gameplay. My research is tackling this head-on. I aim to identify elements of games that can be used to help promote positive mental health, especially in populations that may not normally feel comfortable talking about such issues and offer a way to personalise their help. The eventual aim of my Ph.D. and research career beyond is to have mental health codes on the back of game boxes, promoting where games may benefit their players.



# Better Grades Through Better Habits

Allison Lima, BSc (Hons) Psychology



It is often said that two strong motivational forces move us to do something: inspiration or desperation. In fact, it is often the case that students might work on their assignment when those motivations kick in, either because they felt inspired, or because the desperation of failing has motivated them to write. But how can one effortlessly produce a good assignment without having to wait for that moment of revelation or the feeling of anxiety because the assignment is due next week?

The answer to achieving such an outcome could be through the formation of better habits. However, not only by forming good habits but also by reversing the same process and eliminating bad ones.

## Firstly what is a habit?

Well, at its simplest definition habits are actions that are repeated at the same time daily (Fiorella 2020). It can also be seen as a chain of actions that have been structured in one's brain over long periods. Daily habits account for over 40% of our daily actions and are often done unconsciously (Clear, 2018). Indeed "Ninety-nine hundredths

or possibly, nine hundred and ninety-nine thousandths of our activity are purely automatic and habitual, from our rising in the morning to our lying down each night"—William James, *Talks to Teachers* (1899). Therefore, learning how to start good habits or stop bad ones can be an incredible tool. Whether it is better studying, fitness, reading, working, or eating habits, this chain of actions can determine most of one's life. As suggested by James (1890) the more we make useful actions automatic and effortless the higher mental power will be available for important work. On a similar note, Fiorella (2020) suggests that students report positive emotions when they are doing habitual actions compared to non-habitual actions, arguing that when actions are undertaken unconsciously there is a reduction in the level of stress. Imagine that you are confident that your desired grade will be achieved. Imagine feeling no stress before that deadline. Now imagine that it was effortless. It was an automatic action that was undertaken at the same time every day. It is not hard to imagine that a little bit completed every day would achieve that outcome.

## How do we form such habits?

Once a behaviour is constantly repeated in the same context, an automatic implicit association with the environment cues the unconscious behaviour. Further, for the formation of a habit, a certain number of repetitions is necessary. Research demonstrates an asymptotic curve in the formation

of habits, meaning that after a period of repetitions an action would achieve automaticity (Fiorella 2020).

For instance, if on the way to work an individual starts to undertake the action of buying coffee at the same coffee shop, a habit will form after a few days. On the first few days, the individual might forget to buy the coffee, but after a few days, he is likely to associate the journey to work with a morning cup of coffee. Thus, by simply getting off the train where the coffee shop is, an immediate unconscious association with the place triggers the individual to go get coffee. Likewise, a student that goes to the same coffee shop to study or uses the same table at home to study will associate that environment with studying.



## How long does it take to form a habit?

The formation of a habit varies between 18 to 254 days, with a mean of 66 days, and the reasons for the timeframe that a habit is formed varies from one individual to another, and from one behaviour to another (Judah et al., 2018). The hypothesis of habit formation considers the following three psychological variables as rewards that contribute to the creation of habits. First, actions need to be pleasurable. To make actions pleasurable one can consider the method of B.F Skinner (2014). For instance, after completing an action, reward yourself. The reward will serve as positive reinforcement. As mentioned previously, as an action is constantly repeated in the same context these structures are built. Thus, consider having a routine; Clear (2018) suggests that the least effort must be undertaken. For instance, if working on the assignment for one hour every day at first seems too challenging, consider scheduling only for 5 minutes every day at the same time, consequentially this forms automation through association and cues. Secondly, it must be intrinsically associated with one's identity. Being a student is intrinsically associated with one's identity. For that reason, one feels almost obliged to study. In his best-selling book, Carr (2015) suggests that to stop smoking the individual must be a non-smoker. Meaning, that when someone offers a cigarette, the individual would not respond by saying "I stopped smoking" but "I am not a smoker." This shift in identity would dissociate the individual from the habit. Thirdly, the expected outcome must be positive. The third variable relates to the reason why it is worth building a habit. For instance, at a low resolution, one might consider

building better study habits simply to get better grades. However, at a high resolution, getting better grades can mean having a higher chance of succeeding in your professional life, which can also mean getting better pay, this could translate into being able to provide financial security for your family, which can also mean that you are an important building block of society, meaning that you are making a better world and so forth. The first action in this chain of events is associated with all other subsequent outcomes (Judah et al., 2018). To stop certain habits, however, the opposite process must be undertaken. The habit must become unpleasurable and unnoticeable, one must shift his identity to dissociate from that habit. Lastly, the outcome of those actions must be undesirable.

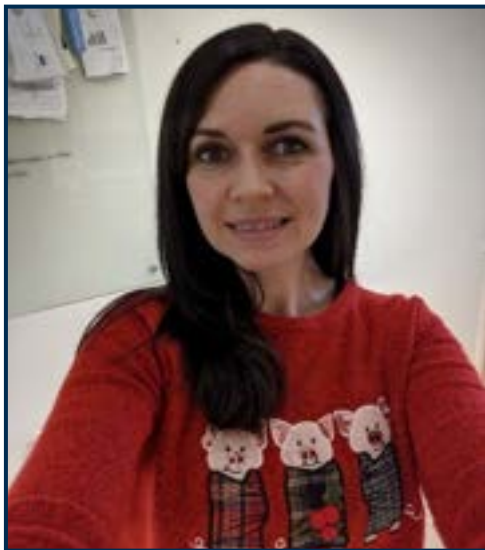
In all, why should one consider developing the ability to build better study habits and other good habits? Well, one's life outcome is mostly determined by these built-in structures. If

one can learn to manoeuvre the direction where this is going, one can achieve greater success through effortless repetitions. Make it pleasurable by rewarding yourself when completing a good habit. Make it noticeable by allowing the environment to trigger that unconscious cue. Make it part of your identity. Lastly, constantly remind yourself how important it is to you, to your family, and the broader society.





## Getting to know the Psychology team: Ali Brown



### Can you summarise who you are and your role at AU?

Hi everyone! I'm Ali, one of the Distance Learning Psychology lecturers here at Arden. I lead the BSc Occupational Psychology module and this is my big passion! I am also very privileged to be leading the MSc Advanced Project module and I love hearing about all the fascinating project ideas our students continually come up with – it's inspiring!

Outside of work, I spend most of my time with my family – my children are 12, 9 and 6 and I am de-

termined that at least one of them becomes a psychologist (currently, we are aspiring to actress, geologist and fire-fighter so I've some work to do there...). I am happiest when my home is packed full of friends and family and I also love long walks and excellent coffee.

### Can you tell the readers about your main research interests?

I am currently working towards my chartership qualification with the BPS (in Occupational Psychology). I am absolutely loving the opportunity this gives me to complete lots of exciting consultancy projects in places like the Fire Service, Special Education and private consultancies. I am fascinated by Positive Psychology principles such as resilience and Growth Mindset, self-compassion and ethical leadership and how these can be applied to enhance people's experience of work.

In the next few months, I am planning to complete a project in work-related coaching and hope to use this to help individuals to work out their career goals and aspirations, alongside their 'first

steps' towards this. Also, I am hoping to run a self-compassion intervention with Special Education staff, to increase their resilience and help to reduce burnout/ compassion fatigue. Basically, I love being able to have a positive impact on real-life workplace issues!

### If you had to choose just one, what is your favourite academic experience?

Definitely my favourite experience to date was being awarded the 'Excellence in Psychometrics' 2019 award from The Psychometrics Forum. I really enjoyed the opportunity for networking and presenting my psychometric scale for Growth Mindset, which I designed especially for the Fire Service.

### What is your favourite thing about being part of AU?

All kinds of things! It is great to be part of such a supportive, friendly and dynamic team. I also really enjoy being a part of an exciting, growing organisation – I'm always getting involved in new things which is great fun. Overall, I really value having the opportunity to teach a subject I love, alongside developing new skills. I've been at Arden for 7 months so far and am really pleased I made the move.

# Dissertation Spotlight: Examining the Relationships between Wellbeing, Motivation, Work Engagement and Emotional Exhaustion

Arild Sæther. MSc Psychology



The topic of my dissertation was "Examining the Relationships between Well-Being, Motivation, Work Engagement and Emotional Exhaustion". The research approach was exploratory using a correlational design, looking into relationships between motivation, gratitude, work engagement, and emotional exhaustion.

Using Gorilla, a questionnaire was designed and was administered to participants to investigate these relationships. The aim was to identify and develop a model informed by the research literature that could later be used to monitor the effects of interventions, training, and corporate efforts on employee well-being and antecedents of innovative working behaviours.

## Rationale

Innovative working behaviours have been associated with reduced employee stress in high-stress environments (Hammond et al., 2019), while Dolan et al. (2008) found no evidence for innovation itself being linked with subjective well-being. This relationship may be explained by how employees feel involved in the innovation process and how this involvement covers their basic psychological needs of having the freedom to express themselves through their work (autonomy), experience mastery (competence), and feel involved and connected with others at work (relatedness). Ryan and Deci (2002) described these basic psychological needs of autonomy, competence, and relatedness as the essential motivators that provide the driving force behind why we do our work.

Literature has shown that the health of the employees is integral to their ability to perform at work, and prolonged periods of stress increase the risk of physical and psychological conditions like metabolic and cardiovascular diseases, cancer, diabetes, and burnout (Aydemir & Icelli, 2013; Dahlgren et al., 2005; Maslach et al., 1997; Rao & Androulakis, 2019). Burnout can be explained as emotional exhaustion caused by prolonged stress due to work overload, perceived unfairness, insufficient reward, lack of control, value conflicts, and job insecurity which are all known risk factors of burnout (Aydemir & Icelli, 2013).

There are also examples in research literature where innovative efforts may increase employees' stress levels (Hammond et al., 2019), emphasizing the importance of how innovative efforts are implemented. If implemented in the correct way, they can be of benefit to both employee health and the success of the company, but it is essential that the employee health and innovative efforts are measured, and their relationship understood before such efforts can be applied effectively. Today, there is lacking a broader perspective, theory, or model that can explain the relationships between emotional exhaustion caused by stress, well-being, and the well-known antecedents of innovative work behaviours such as motivation and work engagement. Therefore, this provides a gap in the literature to develop a model that integrates all these relationships.

## Method

The research design was correlational informed by literature and used together with an exploratory analysis to build a Structural Equation Model (SEM), named the Work Engagement and Emotional Exhaustion (WEEE) model. A 51-item questionnaire was developed on Gorilla to measure wellbeing, motivation, work engagement, and emotional exhaustion. Emotional exhaustion caused by stress using the Emotional Exhaustion Questionnaire (EEQ) (Hills, 2019), well-being measured by gratitude using the six-item Gratitude Questionnaire (GQ-6) (McCullough et al., 2002), motivation as described by Self-Determination Theory (SDT) (Ryan & Deci, 2002) and measured by the Work Extrinsic Intrinsic Motivation Survey (WEIMS) (Tremblay et al., 2009), and work engagement measured by the Work Engagement Survey (WES) (Kuok & Taormina, 2017).

## Procedure

Six hundred and thirty-five participants were recruited by self-selection to take part in a questionnaire online through Amazon Mechanical Turk (MTurk). They were given a compensation of 2\$ for 10 minutes of their time, where the average time to finish was 7 minutes and 29 seconds. The study followed the ethical guidelines for ethical research and was approved by an Arden Ethics committee.



Results

Exploratory analysis was informed by literature and done by correlational, multiple regression, and mediation analysis evaluating relationships. The study analysed the validity and internal consistencies of the scales and also discussed and took into account the influences of research bias (minor), common method bias (minor), and response bias (severe). The findings showed that motivation had a positive relationship with work engagement (Tremblay et al., 2009) and well-being (Lee et al., 2015), and a negative relationship with the burnout stress factor emotional exhaustion (Tremblay et al., 2009). Motivation is also proposed to be mediated by well-being on emotional exhaustion and mediation analysis confirmed well-being as a possible mediator. This relationship can be explained by gratitude and motivation having an overlap in basic psychological needs (Lee et al., 2015). Well-being had a negative relationship with emotional exhaustion. This can be explained by gratitude fostering emotional regulation, positive coping mechanisms, and social support reducing emotional exhaustion (Guan & Jepsen, 2020; Lee et al., 2015; Wood et al., 2008). The WEEE model was set up based on exploratory analysis informed by literature. It can roughly be simplified as shown in figure 1, using the Work Self-Determination Index (W-SDI) as described by Tremblay et al. (2009).

**Figure 1:** Simplified WEEE model based on W-SDI with correlational directions of the relationships. Using W-SDI, autonomous motivation scores do not change the correlational directions, but controlled motivation and motivation do.

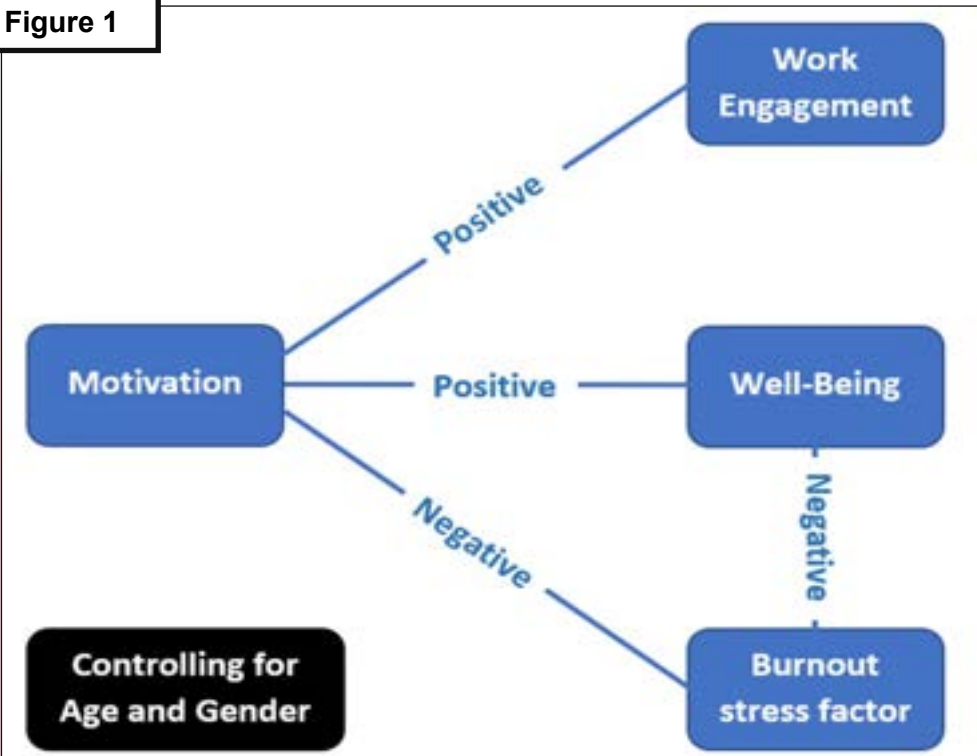
The WEEE model proposes motivation as the main driver in work engagement, well-being, and reducing emotional exhaustion. Changes in motivation may help explain how the work climate and corporate efforts inspire or demotivate employees through fulfilling or thwarting their basic psychological needs. These changes in motivation can be reflected in employee stress level, well-being, and engagement at work. Lack of motivation can in this context be interpreted as an indicator of disengagement at work, reduced well-being, and performance due to basic psychological needs not being fulfilled or being thwarted (Ryan & Deci, 2020). Further, the WEEE model proposes that it is motivation as explained by SDT (Ryan & Deci, 2020), rather than work engagement that affects emotional exhaustion and well-being. This is following the idea that work engagement and emotional exhaustion are two independent constructs (Kuok & Taormina, 2017). And, employees may reduce their work engagement to reduce their emotional dissonance (Abraham,

1999). While work climate, workplace bullying, workaholism, and inexperience may be possible explanations to why employees "try to put on a brave face" and keep up work effort as emotional exhaustion levels are increasing together with the risk of burnout (Gillet et al., 2017; Giorgi et al., 2016; Kanai-Pak et al., 2008; Patah et al., 2010).

Implications

The findings may be of importance to researchers and employers seeking to maximize engagement and initiating measures to prevent emotional exhaustion in the workplace. The WEEE model uses a broad measure of emotional exhaustion that captures influences outside of the workplace in an attempt to incorporate the work-life balance aspect. The WEEE model also incorporates relationships based on research on workaholism and workplace bullying that may add to the existing perspective on burnout and how this is linked to innovative efforts at work in further research.

Figure 1



## Career in Focus:

### Applied Behaviour analysis (ABA) Tutor



#### What is the role of a ABA Tutor?

An Applied Behaviour Analyst (ABA) Tutor's role is to provide 1:1 teaching to children with autism through implementing learning methods based on the principles of Applied Behavioural Analysis (ABA).

Each child works towards an individual curriculum created for them by a qualified case manager, and tutors follow and adapt teaching methodologies to follow the program.

The teaching setting can vary from client to client, tutors can either work with the child at home or in a school setting and typically spend around 6 to 12 hours teaching per week with each child.

#### What is a typical day of a ABA Tutor?

During my time as an ABA tutor, I worked with Autistic children, delivering 2-3 hour ABA sessions multiple times a week. ABA programmes are based on the principles of operant conditioning, specifically, the concept of reinforcement. The ABA sessions aimed to develop the daily-living skills that the specific child struggled with, such as expressive and receptive communication, through their tailored ABA programme. During these sessions, I utilised the child's personal play interests to interweave the ABA programme within, and specific reinforcers were identified to reward them for and encourage them to engage with the programme. I found this experience both difficult and enjoyable – sometimes, children would find it difficult to engage, they would have a bad day or they simply didn't want to play (I'm sure there are times where we also don't want to do things asked of us!). Other times they loved playing and achieving new things, and it was so rewarding to see them develop. One little boy I worked with went from being largely non-verbal, to saying around 200-300 words a session! It's a great role for developing initiative and resilience, as well as applying your psychological knowledge in the practical environment and gaining experience in working with children with specific needs.

#### What is the relevance of my Arden degree?

A degree achieved from Arden provides you with a foundation of child developmental theories to apply to the ABA role. The knowledge and skills acquired from a Psychology degree cross over with the responsibilities of an ABA tutor including:

- Understanding child development in neurodiversity
- Principles of behavioural analysis and operant conditioning
- Assessing and evaluating the individual needs of the pupil
- Implementing and delivering behavioural interventions

#### How do I become a ABA tutor?

It is advised that the best way to become an ABA Tutor is to look for individual families who need ABA tutors through adverts on the Child Autism



UK Facebook page and other autism pages. Joining databases such as Child Autism makes your details accessible to parents for potential tutor openings.

**Holly Stokes shares her experience of working as an ABA tutor:**



# First Annual Student Conference:

## Expressions of Interest



We're very pleased to announce that Arden University will be hosting its first ever **School of Social Sciences Student Conference** on the **25th—28th October 2021.**

The student conference is an opportunity to showcase the knowledge and experience that you have gained so far within your degree, build connections and gain new perspectives on how other students tackle key issues in your subject area.

The student conference is open to all students within the **School of Social Sciences**. You may have recently joined Arden and wish to talk about your initial experiences with modules and share tips on how to manage workload. You may be partway through your course and wish to talk about a topic that you've found interesting in a module that you've studied, or how you managed the transitions between study levels. Alternatively, you may be nearing the end of your degree and wish to talk about your dissertation research and next steps after graduation. Equally, there could be a topic that you're passionate about in your field and want to share this with likeminded students. The possibilities are endless!



But the most important aspect of the conference is **you.**

We really want to give you the platform to showcase your knowledge and expertise. If you would be interested in giving a presentation at the conference, we'll support you each step of the way. At the end of September and beginning of October, we'll be running pre-conference workshops for our speakers. We'll give you guidance on how to design presentations and tips on how to make public speaking easier. We'll also be running one-to-one practice sessions, where you can run through your presentations with a member of the academic team before the conference and get some individual tips and guidance.



**But wait, that's not all! Did I mention that there will also be prizes for different categories of presentations?**

If you would be interested in giving a talk at the conference, or would just like an informal chat to bounce potential ideas around, please do contact me. My email address is: **athompson@arden.ac.uk.**

**Registration to attend the conference is also now open!** If you would like to attend the conference, please ensure that you book your place via the following link:

[https://teams.microsoft.com/join/dHXzslIaKECfIWotKcUyfg\\_6z4MJsq1YU-R7KqxDhUFjA,C06GJuNENU-E6PTIRAN-gQ,4VNem9kxiUiWC10JhrgNPg,pexRUylcz0aNpLF9UI74kw,FcjC9bSXfUqu-KaZkBWSyA?mode=read&tenantId=b0f37574-1a82-4028-9f21-6a1391c5327e](https://teams.microsoft.com/join/dHXzslIaKECfIWotKcUyfg_6z4MJsq1YU-R7KqxDhUFjA,C06GJuNENU-E6PTIRAN-gQ,4VNem9kxiUiWC10JhrgNPg,pexRUylcz0aNpLF9UI74kw,FcjC9bSXfUqu-KaZkBWSyA?mode=read&tenantId=b0f37574-1a82-4028-9f21-6a1391c5327e)

## FIRST ANNUAL STUDENT CONFERENCE

School of  
Social Sciences

PSYCHOLOGY, ARTS AND GRAPHIC DESIGN

READ MORE



# "Dear Lecturer..." Podcast

Holly Stokes and Kieron Oakland



"In an 'agony aunt' style set-up, lecturers Holly Stokes and Kieron Oakland have started recording a series of short podcast episodes where they discuss general dilemmas experienced by students. Drawing on their own prior experiences as undergraduate and postgraduate students, as well as their current experiences as Ph.D. students and lecturers, they advise all angles!

The podcast episodes are informal and conversational, lasting for around 15-20 minutes each - something a little more light-hearted to break up the hardcore studying, perhaps! If nothing else, we think you may enjoy the angel-like tones of Kieron singing the jingle in the first and last 10 seconds!

Holly and Kieron reflect upon their own experiences of this during the podcast and give some advice based on what they learned during that process, and in retrospect.

You can listen to the first five episodes of the podcast here:

## **EP1 – Dear Lecturer... I Hate This Module!**

In this episode, they discuss the dilemma of having to complete a module or an assignment based on a topic which you really dislike! This is definitely something that most of us will experience at some point during our degrees.



## **EP2 – Dear Lecturer... Where Do I Even Start With My Dissertation.**

In this episode, they discuss when to get started and where to begin with choosing a dissertation project, and share their own experiences of the process.

## **EP3 - Dear Lecturer... I Feel Like An Imposter!**

In this episode, they both discuss their own experiences of having imposter syndrome, and some advice on how to tackle it.

## **EP4 - Dear Lecturer... Am I Cut Out For This!?**

In this episode, they discuss the topic of starting a degree later on in life and reflect on Kieron's personal experience as a mature student.

## **EP5 - Dear Lecturer... How Do I Choose My Area in Psychology?**

In this episode, they talk about how to choose your "area" of Psychology from what feels like 1000 possible paths.

For the podcast, Holly and Kieron are happy to take submissions for general dilemmas that students experience! If you have any dilemmas that you would like to hear them discuss, you can contribute (anonymously) some potential talking points for the podcast series on the survey linked here 😊.

Note: This survey is for general student-dilemma submissions. If you have any specific module-based queries or require immediate support, please go directly to your module lecturers and/ or student support who will be best placed to help you!"



## Dates for Your Diary



If you are interested in clinical neuropsychology and missed Leanne's neuro-webinar sessions, to watch a recording of the webinars use the following link:

- ♦ **Functional Neurological Disorder (FND):** <https://youtu.be/SV19A6zYOeY>
- ♦ **Cerebrovascular Accidents (CVAs) :** [https://youtu.be/DCiEpA9iw\\_c](https://youtu.be/DCiEpA9iw_c)
- ♦ **Encephalitis:** <https://youtu.be/x-g-wtwN-a0>
- ♦ **Neuropsychological rehabilitation:** <https://youtu.be/27zDwOVUhFo>

## BPS Online Webinars

- ♦ **Scottish interdivisional event on Climate Change**—23rd September—10:00 - 14:00 BST (BPS Members Only—see link for pricing information).
- ♦ **Beyond the Lecture Theatre: Forensic Psychology** — 30th September—17:00 –19:00 BST (See link for pricing information).
- ♦ **Talks and Thoughts** — 22nd October 2021 17:00 - 20:00 BST (Free to attend)
- ♦ **Wellbeing: some insights into meanings and practices across cultures**—2nd October—10:00 - 14:00 BST (See link for pricing information—including a discounted rate for student non-members).

Keep checking this [webpage](#) for all upcoming AU webinars as more get added!

## Contributing to the next Newsletter

We would like to thank all contributors to this issue of the School of Psychology newsletter. If you would like to contribute to a following issue, please contact Emily Blakemore at [ebalakemore@arden.ac.uk](mailto:ebalakemore@arden.ac.uk) for more information. Please also contact us if you would like a reference list for any of the articles in this issue. I look forward to hearing from you!

**Next issue: December 2021**